

Global Health Minor-NewDsg-2015-11-12

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Form Information



First Step: Change the text in the [brackets] so it looks like this: **Information Assurance Minor in Criminology-NewDsg-2015-08-10**

Second Step: Click save on bottom right

Third Step: Make sure the word "**DRAFT**" is in yellow at the top of the proposal

Fourth Step: Click on [EDIT CONTENTS](#) and start completing the template. When exiting or done, click save on bottom right

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Please direct any questions to curriculum-approval@iup.edu

**Indicates a required field*

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Proposing Department/Unit*	Anthropology	Contact Phone*	724-357-4978

(A) Request Type:*	minor
(B) Minor or Certificate Title:*	Global Health Minor
(C) List number of credits:*	18
(D) If Certificate or Letter, select level:	
(E) Course Level:*	undergraduate-level
(F) Narrative Catalog Description:*	<p>Global health is "an area for study, research, and practice that places a priority on improving health and achieving health equity for all people worldwide." The Global Health Minor will equip students interested in health and medicine with the analytical and critical-thinking skills needed to understand, explain, and critique health inequalities. They will recognize how these health disparities result from globalization and the need for promoting health equity in areas of the world with under-resourced and constrained health care. The minor is organized around six global health pathways: (1) food, nutrition, and hunger; (2) environmental justice; (3) law, ethics, and policy; (4) disaster, conflict, and displacement; (5) gender, sexuality, and reproductive health; and (6) aging. Students will select one of the six pathways and will complete 12 credits in the selected pathway, in addition to Introduction to Global Health and either Medical Anthropology or Medical Sociology. Health topics, theories, and research methods as addressed in the social sciences will advance students' interdisciplinary understandings of health disparities, with a corresponding awareness of health equity. Practicums, through field school participation, internships, and other experiential learning opportunities, will merge course material with real world praxis, and will provide students with greater insights into global health and its contributions. The Global Health Minor will prepare students for graduate studies in health-related fields and careers in health-promoting governmental agencies and non-governmental organizations (NGOs).</p>
(G) List of Program Requirements in catalog layout including course numbers, titles, credits and any footnotes.*	<p><i>Note: PASSHE requires a minimum of 6 credits in a minor be advanced standing (300 and above)</i></p> <p>Students will work closely with the global health coordinator or global health committee members to select a global health pathway and to identify courses in the selected pathway to fit their interests. They must complete 18 credits to earn a minor in global health. The program is structured as follows:</p>

1. All students must take two core courses: ANTH 240: Introduction to Global Health and either ANTH 444: Medical Anthropology or SOC 442: Medical Sociology.
2. All students must complete 12 credits in one of the six available "Global Health Pathways".
3. At least six credits in the selected pathway must be at the 300 level or above.
4. Only one 100-level course may count in the selected pathway.
5. Only two courses in the selected pathway may come from the student's major.
6. With the exception of GLOB courses, no course prefix may be used more than twice without written permission from the program director.
7. Ethnographic field school, independent study courses, and internship courses may be applied to each global health pathway with the approval of the Global Health Minor committee.
8. Students should consult with the program coordinator to determine if there are any prerequisites for the courses listed below. The program coordinator will work with individual departments to determine if students may qualify for prerequisite exemptions.
9. Course substitutions will be permitted with the approval of the Global Health Minor committee.

Global Health Minor		18
Core Courses:		6
ANTH 240	Introduction to Global Health	3 cr
ANTH 444	Medical Anthropology	3 cr
	or	
SOC 442	Medical Sociology	3 cr
Select one Global Health Pathway		12
Food, Nutrition, and Hunger (7 courses, choose 4)		
At least one course must have a FDNT prefix:		
The courses in this pathway offer the students an interdisciplinary perspective that will provide them with the analytical tools to examine world needs associated with food, nutrition, and health.		
ANTH 430	Anthropology of Food	3 cr
ECON 360	Health Economics	3 cr
ECON 362	Global Poverty and Health	3 cr
FDNT 143 <i>or</i> NURS 143	Current Issues in Nutrition and Wellness (1) <i>or</i> Healthy People–Promoting Wellness (1)	3cr
FDNT 415	Sustainable Nutrition	3 cr
FDNT 470	Human Food Consumption Patterns	3 cr
SOC 337	Society, Globalization, and Risk	3cr
Environmental Justice (7 courses, choose 4)		
The courses in this pathway offer the students an interdisciplinary perspective that will provide them with the analytical tools to examine the linkages between environmental issues in the world and health.		
ANTH 420	Environmental Anthropology	3 cr
BIOL 221	Environmental Health and Protection	4 cr

ECON 362	Global Poverty and Health	3 cr
FDNT 415	Sustainable Nutrition	3 cr
GEOG/RGPL 343	Geography of Fresh Water Resources	3 cr
PHIL 270	Ethics and Environment	3 cr
SOC 417	Global Service Learning	3 cr
Law, Ethics, and Policy (9 courses, choose 4)		
The courses in this pathway will allow students to learn about using law and ethics to develop and advocate for legislation and policies designed to address social injustice and improve health in the world.		
ANTH 352	The Anthropology of Human Rights	3 cr
ANTH 360	Applied Anthropology	3 cr
ECON 360	Health Economics	3 cr
ECON 362	Global Poverty and Health	3 cr
NURS/ELR 314	Health Policy and Law	3 cr
PHIL 130	Introduction to Biomedical Ethics	3 cr
PLSC 405	Sexuality and Law	3 cr
SOC 362	Racial and Ethnic Minorities	3 cr
SOC 452	Disability and Society	3 cr
Disasters, Conflicts, and Displacement (6 courses, choose 4)		
The courses in this pathway will offer the students an interdisciplinary perspective to examine natural disasters and armed conflicts that result in displacement and poor health in many parts of the globe.		
ANTH 352	The Anthropology of Human Rights	3 cr
ANTH 370	Latinos and Diasporas	3 cr
NURS 102	Disaster Preparedness and Related Health Issues	3 cr
PSYC 378	Psychology of Death and Dying	3 cr
RGPL 103	Global Cities: Issues in Planning and Development	3 cr
SOC 337	Society, Globalization, and Risk	3 cr
Gender, Sexuality, and Reproductive Health (10 courses, choose 4)		
The courses in this pathway will offer the students an interdisciplinary perspective that will provide them with the analytical tools to examine gender, sexuality and related health issues as well as reproductive health knowledge and services in the world.		
ANTH 350	Anthropology of Gender	3 cr
BIOL 117	Understanding HIV Biology and AIDS	3 cr
ENGL 336	Language, Gender, and Society	3 cr
KHSS 143	Contemporary Women's Wellness (1)	3 cr
LGBT 200	Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies	3 cr
PLSC 405	Sexuality and the Law	3 cr
PSYC 379	Psychology of Human Sexuality	3 cr

	SOC 251	Sociology of Human Sexuality	3 cr
	SOC 363	Sociology of Gender	3 cr
	SOC 410	Men and Masculinities	3 cr
Aging (8 courses, choose 4)			
The courses in this pathway will offer the students an interdisciplinary perspective that will provide them with the analytical tools to examine fundamentals of global aging and health.			
	ANTH 340	Anthropology of Aging	3 cr
	ECON 362	Global Poverty and Health	3 cr
	FDNT 410	Food, Nutrition, and Aging	3 cr
	KHSS 350	Health Aspects of Aging	3 cr
	PSYC 312	Adult Development and Aging	3 cr
	PSYC 378	Psychology of Death and Dying	3 cr
	SOC 357	Sociology of Aging and the Lifecourse	3 cr
	SOC 452	Disability and Society	3 cr
(1) Only one 143 Liberal Studies class may be taken in a student's entire program.			
(H) Student Learning Outcomes*	<p>Objective 1: Develop knowledge and an understanding of the complexity and diversity of health care systems across time and space.</p> <p>Objective 2: Define the kinds of questions that would be asked when studying a medical system or health practice from a global health perspective.</p> <p>Objective 3: Identify and evaluate the prevailing trends in global health that face diverse populations across the globe.</p> <p>Objective 4: Promote an understanding of the globalization of biomedical health techniques and their influence on health care practices throughout the world.</p> <p>Objective 5: Synthesize an understanding of the history and current practices of global health and identify global health challenges and issues.</p>		
Rationale for Proposal			

(l) Why is this being proposed?*

There is an urgent need for a Global Health Minor if IUP is going to be a leader in the development of a broad program in the study of health. It complements the health initiatives on campus well, including the Public Health major under development. The Global Health Minor will be the first in the Pennsylvania State System of Higher Education (PASSHE) and second in Western Pennsylvania. There are only six colleges and universities with a Global Health minor in the commonwealth: Allegheny University: Global Health and Development, Arcadia University: Global Public Health, Cedar Crest College: Global Diseases Minor, The University of Pennsylvania: Multicultural/ Global Health Care Minor, Penn State University: Global Health Minor, and Villanova: Global Health Minor.

A Global Health Minor will position IUP to capitalize immediately on an important new field in the study of health. Global health's unique intellectual value lies in its objective to create connections between global and local health issues and problems and solutions in economically disadvantaged countries and regions, especially those in the southern hemisphere. The transnational perspective of global health establishes a comparative and cross-cultural point of view that differentiates it from that of public health. In fact, global health emerged as a response to public health's limitations in approaching health from a constrained geographic focus emphasizing health care systems and strategies originating in western nations, such as the United States and a number of Western European countries. Because global health critically examines the ways in which Western medicine and attitudes toward health are disseminated on a global scale, and the tensions generated in local cultures as a result, it provides students with the opportunity to study non-Western and culturally-based health systems and to learn about different health models and delivery systems for providing health care. The table below highlights the key differences between global health and public health.¹

	Global Health	Public Health
Geography	Focus transcends national boundaries	Focus on specific communities or countries
Cooperation	Global	National
Populations	Population-level Prevention and Individual Clinical Care	Population-level Prevention
Access	Health equity among nations	Health equity within a nation or community
Disciplines	Highly interdisciplinary and multidisciplinary	Multidisciplinary, particularly with health and social sciences

As an emerging field, the demand for global health is soaring across the country, and employment opportunities are not too far behind. Director of the Harvard Global Health Institute David Cutler notes: "It's such an important and popular field that the student numbers are very high, and you just have to be prepared for a lot of interest."² The popularity of Global Health is also associated with the 5.7 million jobs expected to be added to the U.S. health care and social services industries in this decade, representing a 32% growth rate. Most (4.4 million) of those positions are within the health care industry. The national projected rate of growth for medical and health service managers is 22%, a faster than average pace for all occupations.³ Many employers in these sectors have supply chains and personnel pipelines that reach across the U.S. and across borders.

1. Kaplan, J.P. (2009). Towards a common definition of global health. *Lancet*, 373(9679), 1993-5. doi: 10.1016/S0140-6736(09)60332-9.
2. Harvard School of Public Health. (2012). HSPH faculty teaching more undergraduate global health courses as demand grows. Retrieved from <http://www.hsph.harvard.edu/news/hsph-in-the-news/hsph-faculty-teaching-more-undergraduate-global-health-courses-as-demand-grows/>
3. Center for Health Workforce Studies. (March 2012). Health care employment projections: An analysis of Bureau of Labor Statistics Occupational Projections 2010-2020. Retrieved from https://www.healthit.gov/sites/default/files/chws_bls_report_2012.pdf

<p>(J) What role, if any, does it serve the College /University above and beyond the role it serves in the department? *</p>	<p>The benefits and contributions of the Global Health Minor are not limited to only one department. Its interdisciplinary design involves multiple colleges and an array of disciplines, but more important it will include students from across the university. The Global Health Minor is available to all students, regardless of major and provides students with flexibility in meeting learning objectives. Departments in different colleges will benefit from participating in the minor because it will increase the enrollments in some of their courses. The Global Health Minor will also serve institutes and centers at the university; it will position them for pursuing and receiving student research training grants in the area of health. The National Institutes of Health and other funding agencies weigh and consider the health study curricula of the universities and other applicant institutions in their funding decisions.</p> <p>The Global Health Minor also serves the university's broader mission by supporting three IUP Strategic Plan goals: 1) to recruit and retain a diverse group of students, 2) to foster global awareness, and 3) to provide opportunity for engaged learning. In regard to the first goal, as the only PASSHE school to offer a Global Health Minor, it will attract and retain students from around the Commonwealth who are interested in health-related careers. Further, students from diverse backgrounds who see their identities and cultures reflected in the minor will be more likely to complete their studies. Second, for fostering of global awareness, a Global Health Minor will expose students to the diverse peoples of the world and their health needs. Lastly, regarding engaged learning, the Global Health Minor will expand opportunities for IUP students to participate in service learning, internships, and other experiential learning opportunities.</p> <p>The Global Health Minor also supports three PASSHE Strategic Initiatives: 1) to transform students and the learning environment, 2) to transform resources, and 3) to transform university-community relations. In regard to the first, the Global Health Minor broadens the thinking of students in relation to global health needs through classroom instruction and experiential learning opportunities, an especially important teaching endeavor given globalization and its detrimental consequences for non-western and other cultures. In terms of the second initiative, the Global Health Minor enables PASSHE and IUP to avoid more than minimal costs in adopting a new minor because it draws on existing courses and professors' expertise to fashion the interdisciplinary curriculum. It also makes IUP attractive to funding and research agencies, such as the National Institutes of Health, World Health Organization and the Centers for Disease Control and Prevention. In terms of the third identified initiative, the Global Health Minor will expand opportunities for students related to workforce development, and in the process will prepare students for employment opportunities in and outside of Pennsylvania. Employment in the commonwealth also has added value; it will increase the likelihood that skilled workers will remain in Pennsylvania, an outcome that resonates with the commonwealth's strategic needs.</p>
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For Deans Review
Are Resources Available/Sufficient for this Course?
Is the Proposal Congruent with the College Mission?
Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?
Comments:

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Please submit an ihelp if you have any questions <http://ihelp.iup.edu>